

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate Agenda
Tuesday, October 13, 1987
UU 220 3:00-5:00 p.m.

9.29.87
minutes
removed

- I. Minutes:
Approval of the September 29, 1987 Minutes (pp. 3-5).
- II. Communications:
Materials Available for Reading in the Academic Senate Office (p. 2).
- III. Reports:
 - A. President
 - B. Academic Affairs Office
 - C. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
 - A. Resolution on Enrollment for Units Without Credit-Wright, Second Reading (p. 6).
 - B. Resolution on Affirmative Action Facilitators-Ortiz, Second Reading (pp. 7-12)
 - C. Resolution on Departmental Name Change-Forgeng, Caucus Chair for SENG, Second Reading (pp. 13-14).
 - D. Resolution re Blanket Substitution for Literature Requirement-Lewis, Chair of the GE&B Committee, First Reading (p. 15).
 - E. GE&B Proposal, Arch 317, 318, 319 History of Architecture-Lewis, Chair of the GE&B Committee, First Reading (pp. 16-21).
 - F. Resolution on Definition of "Close Relative"-Murphy, Chair of the Personnel Policies Committee, First Reading (p. 22).
- VI. Discussion Items:
Report on Measures of Effectiveness-Wilson, Chair of the Ad Hoc Committee on Measures of Effectiveness of Instruction. A copy of this report was mailed to all senators on October 6th. Please read this report thoroughly and be prepared to discuss the issues raised. **Please bring your copy of Report on Measures of Effectiveness to this meeting.**
- VII. Adjournment:

Materials Available for Review to the Academic Senate Office (F03208)

June 1987 Documents/statistics/reports/etc. provided at the Student Retention Conference in June 1987

June 1987 Correspondence from Eric Seastrand re allocation of Lottery funds to the CSU and Board of Trustees' Committee on Finance Report on the Lottery Revenue Budget Process

6/23/87 Publications from the Office of the Chancellor re Teacher Education

7/14/87 CSU Committee of the Whole: New Priority Topics for 1987-88

7/28/87 Status Report #4-FY 1987/88, CSU Final Budget Quarterly Internal Report on Enrollment-Summer 1987

July 1987 The Master Plan Renewed, Commission for the Review of the Master Plan for Higher Education

8/3/87 Quarterly Internal Report on Enrollment-Summer 1987

9/23/87 1986/87 Discretionary Fund Reports

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: The following language appears in the 1986-88 catalog "Although only six units of credit may be applied to the degree requirements, students must enroll in ED 599 Thesis/Project for every quarter in which they are receiving advisement." (p. 283) Although only 9 units of credit may be applied to the degree requirements students must enroll in HE 599 Thesis for every quarter in which they are receiving advisement." (p.303) Finally, in the catalog description of PE 599 one finds, "Only 6 units of credit may be applied to degree requirements. Students must enroll every quarter in which advisement is received." (p. 358)

AS-____-87/____

RESOLUTION ON
ENROLLMENT FOR UNITS WITHOUT CREDIT

- WHEREAS, The policy that students be required to register and pay for units which they cannot receive is a financial burden not justified by academic considerations; therefore, be it
- RESOLVED: That students not be required to enroll for Thesis or Thesis/Project during quarters for which they are not receiving units of credit for Thesis or Thesis/Project; and be it further
- RESOLVED: That a policy that students cannot be required to register and pay for units which they cannot receive become effective now, rather than after another catalog cycle.

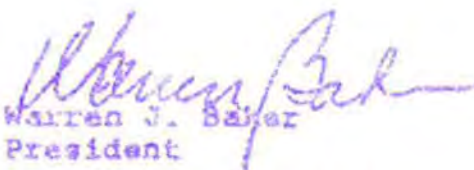
Proposed By:
Marshall Wright
May 5, 1987

Memorandum

To : Program Managers

Date : March 18, 1987

File No.:

Copies : Smiley Wilkins
EOAC Members
Malcolm WilsonFrom : 
Warren J. Baker
President

Subject : APPOINTMENT OF AFFIRMATIVE ACTION FACILITATORS

Upon the recommendation of the Equal Opportunity Advisory Council and in an effort to strengthen Cal Poly's commitment to Equal Employment Opportunity and Affirmative Action, I am asking Program Managers to select an Affirmative Action Facilitator for each of your departments. The facilitators are expected to brief selection committees on the department's Affirmative Action goals and timetables. In addition, I would like to have these Affirmative Action Facilitators serve on selection committees, or insure that someone represent them, to assist in addressing issues related to Equal Opportunity and Affirmative Action at the earliest possible stage of the recruitment process.

The facilitators will be charged with insuring that Equal Opportunity/Affirmative Action actions are being addressed and that selection procedures do not have an adverse impact on under-represented ethnic groups and women. In consultation with the campus Affirmative Action Officer, the facilitator may recommend strategies to the committee for attracting qualified women and minorities to apply for vacant positions. When the selection committee's report and recommendations are forwarded, the facilitator will be responsible for recording the Affirmative Action efforts of the committee and the Affirmative Action Officer.

While there has been some progress made in achieving Equal Employment Opportunity at Cal Poly, the statistical evidence indicates that there is more that we could and should be doing. Your cooperation and support in implementing this request will greatly assist in meeting our Affirmative Action goals in the future. Please submit names of your facilitators to Smiley Wilkins, Admin. 110-C by March 20, 1987.

TO: SMILEY WILKINS

March 18, 1987

FROM: JIM STROM 

cc: S. Bernstein

Stan Bernstein will serve as Affirmative Action Facilitator for the entire University Relations Division, which includes the Vice President and Associate Vice President's offices, Annual Giving, Alumni Relations and Public Affairs.

AFFIRMATIVE ACTION FACILITATORS

1. Facilitators should be familiar with the Affirmative Action Program and nondiscrimination policy in order to
 - a. Educate the faculty/staff to Affirmative Action issues
 - b. Monitor the recruitment, hiring, retention, and promotion procedures to ensure Affirmative Action procedures are being followed
 - c. Ensure that the working environment is free from discrimination, intimidation, harassment, or other adverse conditions affecting Affirmative Action personnel
 - d. Monitor the selection process to ensure no employee makes personnel decisions regarding status of any close relative
 - e. Inform employees that reasonable accommodations for religious observances will be provided
 - f. Inform disabled applicants and employees of Cal Poly's reasonable accommodation policy and the Affirmative Action Assistive Device Program; report any physical barriers for removal (structure or individual)
2. During the hiring process, Facilitators will
 - a. Be a member of the selection committee
 - b. Use the established goals and timetables set by the Dean, Department Head, and Affirmative Action Officer to achieve Affirmative Action parity
 - c. Assist the selection committee in determining appropriate job qualification and methods (standards) of evaluation (including the standards as issued by the board of Trustees and Affirmative Action criteria) to hire the best qualified applicant to fill the vacancy or position based on these standards
 - d. Recommend strategies to the selection committee to attract qualified minorities and women applicants. If recruitment efforts were not successful in attracting a competitive pool of Affirmative Action applicants, the Facilitator will identify problems in the recruitment process and determine alternatives to solve the problems

A.A. Facilitators

- e. Prevent the disqualification of minorities and women for inappropriate reasons
- f. Encourage that positions be filled with qualified minorities and women applicants to fulfill Cal Poly's commitment to Affirmative Action
- g. Train selection committee members as to interviewing techniques that assure nondiscrimination and sensitivity to the issues concerning minority and women
- h. Recommend the best qualified applicant on the basis of position requirements as set forth in 2c
- i. Ensure that the selection procedures do not have an adverse impact on hiring minorities and women
- j. Report on the activities of the selection committee to Program Managers and the A.A. Officer before and after the recruitment process
- k. Facilitator's recommendation should be submitted to the Program Manager with the appointment recommendation

MINIMUM POLICY AND TRAINING STANDARDS
FOR AFFIRMATIVE ACTION FACILITATORS

As of 10/1/80

- Whereas, The Committee on the Status of Women and the Equal Opportunity Council, in addition to stating the Affirmative Action Facilitators in handling more aggressive in their efforts to attract, recruit, and employ underrepresented groups; and
- Whereas, The Facilitators are charged to identify recruitment problems, and assess recruitment efforts; and
- Whereas, The Facilitators brief selection committees on the department's Affirmative Action goals and timetables; and
- Whereas, The Facilitators address issues related to Equal Opportunity and Affirmative Action before the recruitment process; and
- Whereas, The Facilitators recommend strategies to the recruitment or selection committee for attracting qualified minorities and women to apply for vacant positions, e.g. identifying sources for generating underrepresented applicants; and
- Whereas, The Facilitator take an active role as a member of selection committees; and

Whereas, The Facilitators ensure that Equal Opportunity and Affirmative Action are being addressed according to valid job-related criteria and degree of compliance to employment procedures; and

Whereas, The Facilitators ensure that selection procedures do not have an adverse impact on underrepresented groups; and

Whereas, The Facilitators document Affirmative Action efforts for recruitment ; and

Whereas, The Facilitators inform employees that a policy for accommodating religious observances and practices exist; and

Whereas, The Facilitators promote the elimination of procedural and/or physical barriers; therefore be it

Resolved: That the Facilitators shall assure the recommended candidates are selected based on recruitment criteria; and be it further

Resolved: That Facilitators shall assist the department in developing collegiality between current faculty and new faculty and encourage mentorship; and be it further

Resolved: That Facilitators will provide an annual report to Program Managers and Affirmative Action Officer; and be it further

Resolved: That the Affirmative Action Officer will provide an annual report to the Academic Senate through the Committee on the Status of Women.

Proposed By:
Committee on the Status of Women
on: May 6, 1987

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement: The faculty of the Metallurgical Engineering Department, as part of the 1988-90 catalog cycle, has unanimously requested a departmental name change to Metallurgical and Materials Engineering. Formerly this would have been accomplished by concurrence of the school dean and approval of the Vice President for Academic Affairs (VPAA). In the new Cal Poly spirit of collegiality, however, the VPAA has requested that the Academic Senate also advise him in this matter. The department's reasons for requesting this name change are well-summarized in the attached section of a memo from the department head to Glenn Irvin dated September 4, 1987.

AS-____-87/____

**RESOLUTION ON
DEPARTMENTAL NAME CHANGE**

- WHEREAS, The name "Metallurgical and Materials Engineering" reflects the nature of a field evolving from pure metallurgical engineering to engineering practice involving all classes of materials--metals, ceramics, polymers, and composites; and
- WHEREAS, The Cal Poly program in this field has been altered to reflect this evolution; and
- WHEREAS, The proposed name change more accurately reflects the 1988-90 curriculum for the department as approved by the Academic Senate; and
- WHEREAS, The faculty of the Metallurgical Engineering Department unanimously supports this name change; therefore, be it
- RESOLVED: That the Academic Senate endorses the proposed name change for the Metallurgical Engineering Department to "Metallurgical and Materials Engineering."

Proposed By:
Metallurgical Engineering Department
On: September 29, 1987

Memorandum

To : Glenn Irvin, Associate Vice President
for Academic Affairs

Date : September 4, 1987

File No.:

Copies : C. Crabb
C. Dana
P. Lee
M. Whiteford
M. Wilson
SENG Heads/Chairs
MetE Faculty

From : Robert Heidersbach, Head
Metallurgical Engineering

Subject : Response to Review of 1988-90 Catalog Proposals

This memo is in response to your memo dated August 18, 1987, on the same subject. Answers below are keyed to the numbered paragraphs in your memo.

1. Degree name change from Metallurgical Engineering to Metallurgical and Materials Engineering. Courses which discuss nonmetallic materials include the following:

Met 306	Materials Engineering
Met 341	Materials Engineering Laboratory
Met 301	Physical Properties of Materials
Met 324	Materials Inspection
Met 325	Polymers and Composites
Met 326	Failure Analysis
Met 424	Ceramic Materials
Met 426	Fracture of Materials
Met 441/2/3	Advanced Materials Laboratory

Your memorandum asked for a statement from ABET indicating they are supportive of the degree name change. Our proposal (Met 2/18/87, page 2) identified fourteen ABET-accredited schools with similar names. On September 1987, I was able to contact Dr. G. Liedl, Materials Engineering, Purdue University. Dr. Liedl is the Chairman of the Education and Professional Affairs Committee of TMS-AIME, which has responsibility for accrediting all materials programs. He stated that TMS-AIME would never give a written statement on the name of a program, but he did agreed to be quoted as follows:

"ABET is concerned with the evaluation of programs and it is the modifications in the title of the program that determines which set of criteria to use. The name of the department is not a factor. It is the trend in the country to go into materials programs at the expense of metallurgical or other programs. This is the evolution which is going on today in the growing number of programs across the country. From that viewpoint the change of the department title is reflective of the evolutionary change in the field."

adopted _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement: In a recent memo dated April 2, 1987 from Malcolm Wilson to Paula Winger, the following curricula problem was relayed:

The shift of course offerings to match the current general education and breadth program requirements has caused some real problems in course availability for students on curricula from catalogs prior to the 1984-86 issue. The problem is mainly exhibited in the old requirements for literature and philosophy courses. These have been replaced in the new curriculum by the master works and critical reading courses and Area C.3 courses. This has resulted in a drastic reduction in the space available in the upper-division literature courses and a revamping of the philosophy offerings. The upper division literature courses are causing the most problem, and the problem is so severe that English majors cannot even get the courses required for graduation in their curriculum.

After review of the problem by my staff and discussions with several students the following blanket substitution is approved for students who lack a literature or philosophy elective or with a humanities elective and who are graduating on a curriculum from a catalog issue prior to the 1984-86 issue:

Any course approved for use in Area C.3 may be substituted for a course in literature, philosophy or humanities under a curriculum in effect prior to the implementation of the 1984-86 Catalog.

This should greatly reduce the number of individuals with problems in specific course availability and provide your staff with the flexibility necessary to prevent delays in graduation for students . . .

The following resolution supports the recommendation for a blanket substitution for the literature requirement prior to the 1984-86 catalog.

AS-____-87/____

**RESOLUTION ON
BLANKET SUBSTITUTION FOR LITERATURE REQUIREMENT
(For Curricula Prior to the 1984-86 Catalog)**

WHEREAS, The proposed blanket substitution for literature requirement for curricula prior to the 1984-86 catalog is eminently reasonable; therefore, be it

RESOLVED, That the Academic Senate of Cal Poly lends its approval to the following proposed policy:

Any course approved for use in Area C.3 may be substituted for a course in literature, philosophy or humanities under a curriculum in effect prior to the implementation of the 1984-86 catalog.

Proposed By:
General Education and
Breadth Committee
October 13, 1987

GENERAL EDUCATION AND RESEARCH PROPOSAL

1. PROPOSER'S NAME W. Mike Martin	2. PROPOSER'S DEPT. Architecture
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) Arch 317: Architecture of the Ancient Near East, Egypt, Greece, Rome, Ancient America, China, Japan, India, and Islam. Philosophies and conditions which influenced the built environment. 3 lectures. Prereq: Engl 114. Arch 318: European architecture of the Middle Ages and the Early Renaissance. 3 lectures. Prerequisite: Engl 114. Arch 319: European architecture AD 1500 to AD 1900 including European colonial expansion. 3 lectures. Prerequisite: Engl 114.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approved without reservation.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approved without reservation.	
7. ACADEMIC SENATE RECOMMENDATION	

PRESENT COURSE
Complete all items in this section

1. PREPARED BY: W. Mike Martin		2. COURSE NUMBER(S): Arch 317, 318, 319	3. TITLE: History of Architecture	4. UNITS: 2;2;2	5. CREDIT AMOUNT: C.3	6. GRADING METHOD: Regular <input checked="" type="checkbox"/> CR/NC
7. COURSE DESCRIPTION: (do it currently appears in the catalog) Periods of architecture covering ancient, medieval, and renaissance; philosophies and conditions which influenced them. 2 lectures May be taken out of sequence.						
8. PREREQUISITE: Engl 114						
9. C/S NUMBER(S): 2		10. TYPE OF COURSE: Lec <input checked="" type="checkbox"/> Act <input type="checkbox"/> Lab <input type="checkbox"/> Sem <input type="checkbox"/> Supv <input type="checkbox"/>		11. MISCELLANEOUS COURSE FEE: N/A		
12. NUMBER OF SECTIONS OFFERED: Fall <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/>		13. HOW FREQUENTLY COURSE IS OFFERED: Yearly <input checked="" type="checkbox"/> Alternate Years <input type="checkbox"/>		14. AVERAGE CLASS SIZE: 75		15. ANNUAL W.T.U.: 12
16. REQUIRED COURSE IN WHICH MAJOR/CONCENTRATION/MINOR: Architecture, Architectural Engineering				17. ELECTIVE COURSE IN WHICH MAJOR/CONCENTRATION/MINOR:		

PROPOSED COURSE

1. PREPARED BY: W. Mike Martin		2. COURSE NUMBER(S): Arch 317, 318, 319	3. TITLE: History of Architecture	4. UNITS: 3,3,3	5. CREDIT AMOUNT: C.3	6. GRADING METHOD: Regular <input checked="" type="checkbox"/> CR/NC
7. COURSE DESCRIPTION: (limit to 40 words.) Arch 317: Architecture of the Ancient Near East, Egypt, Greece, Rome, Ancient America, China, Japan, India and Islam. Philosophies and conditions which influenced the built environment. 3 lectures. Prerequisite: Engl 114. Arch 318: European architecture of the Middle Ages and the Early Renaissance. 3 Lectures. Prerequisite: Engl 114. Arch 319: European Architecture AD 1500 to AD 1900 including European Colonial expansion. 3 lectures. Prerequisite: Engl 114.						
8. PREREQUISITE: Engl 114			9. TITLE FOR CLASS SCHEDULE (maximum of 13 characters) H I S T O R Y O F A R C H			
10. C/S NUMBER(S): 2		11. TYPE OF COURSE: Lec <input checked="" type="checkbox"/> Act <input type="checkbox"/> Lab <input type="checkbox"/> Sem <input type="checkbox"/> Supv <input type="checkbox"/>		12. MISCELLANEOUS COURSE FEE: (attach form if also needed) N/A		
13. NUMBER OF SECTIONS ANTICIPATED: Fall <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/>		14. HOW FREQUENTLY COURSE WILL BE OFFERED: Yearly <input checked="" type="checkbox"/> Alternate Years <input type="checkbox"/>		15. AVERAGE CLASS SIZE: 75		16. ANNUAL W.T.U.: 18
17. REQUIRED COURSE IN WHICH MAJOR/CONCENTRATION/MINOR: Architecture, Architectural Engineering				18. ELECTIVE COURSE IN WHICH MAJOR/CONCENTRATION/MINOR:		
19. STAFFING: (explain how any increase in W.T.U. due to a unit or mode change will be accommodated) None. Better utilization of existing history faculty and repackaging of existing courses.						
20. DUPLICATION OR APPROXIMATION OF COURSES NOW BEING OFFERED OR IN THIS PROPOSED: (Answer only if title and/or description is modified) None						
21. REASON FOR CHANGE: Integration of course content in History 6 - 2 unit courses to 4 - 3 unit courses.						
22. FACILITIES, MATERIALS, AND EQUIPMENT NEEDED TO ACCOMMODATE CHANGE: Lecture hall access (not new requirements)						

APPROVALS

W. Mike Martin
Department Head

Robert Green
Chairman

Associate Vice President for Academic Affairs
and University Dean

I. Catalog Description

Arch 317, 318, 319 History of Architecture (3) (3) (3)

(Arch 317) Architecture of the Ancient Near East, Egypt, Greece, Rome, Ancient America, China, Japan, India and Islam. Philosophies and conditions which influenced the built environment. 3 lectures. Prerequisite ENGL 114.

(Arch 318) European architecture of the Middle Ages and the Early Renaissance. 3 lectures. Prerequisite ENGL 114.

(Arch 319) European Architecture AD 1500 to AD 1900 including European Colonial expansion. 3 lectures. Prerequisite ENGL 114.

Arch 317, 318, 319 may be taken out of sequence.

II Required Prerequisite Preparation

ENGL 114.

III Expected Outcomes

The major role of History of Architecture courses in today's Schools of Architecture is that of being a strong force in the establishment of a CREATIVE CLIMATE by an acute awareness of the excellence of many structures of the past and present which show studious analysis, imagination and aesthetic concerns in meeting the technological and sociological conditions of their times.

IV Text and References

"A History of Architecture, Settings and Rituals," by Spiro Kostoff and the NA Section of the University Library.

V Minimum Student Materials Required

Text and three-ring notebook.

VI Minimum Facilities Required

Large lecture hall (150 chairs)

Screen

2 slide projectors with remote control

Blackboard

Lighting control from full lighting to minimum for note taking

Arch 317 - History of Architecture (3)

Ancient Architecture of the Mediterranean and Adjacent Areas and Near European Architecture

Prehistoric Environments

The Ancient Near East

- o Egypt

- Old Kingdom
- Middle Kingdom
- Empire
- Hellenistic

- o Aegean Cultures

- Minoan
- Mycenaean

- o Greece

- The Spirit of Greek Art and Architecture
- Archaic
- Classical
- Late Classical
- Hellenistic

- o Etruscan Culture

- o Rome

- Republican
- Early Empire in Italy
- Late Empire in Italy
- Overview of Roman Architecture in Italy
- Expansion in Europe
- Expansion in the Near East and Africa

- o Ancient America

- Early Mexico to approximately AD 600
- Later Mexico to AD 1521
- South America
- Colonial Latin America

- o China

- The Spirit of Chinese Art and Architecture
- Antiquity through Southern Sung Dynasty
- Yuan Dynasty to present

- o Japan

- The Spirit of Japanese Art and Architecture
- Antiquity through Muromachi period
- Momoyama through Edo Period

- o India (Non-Moslem)

- o Islam

- Early Mohammedan
- Western Mohammedan
- Eastern Mohammedan

European Architecture of the Middle Ages and the Renaissance

- o Early Romanesque
- o Early Christian Rome and elsewhere
- o Carolingian
 - Architecture
 - Liturgical Architecture
- o Constantinian and Byzantine Architecture
- o Romanesque
 - France
 - Spain
 - Italy and Germany
 - Britain
- o Gothic
 - Early French
 - High French
 - Germany and the Netherlands
 - Spain and Italy
 - Britain
 - Late Gothic
 - Proto-Renaissance in Italy
- o Italy
 - Early Renaissance (Tuscany)
 - Early Renaissance in Northern Italy

Arch 319 - European Architecture (3)

AD 1500 to AD 1900 including European Colonial Expansion

- o Italian
 - High Renaissance
 - Mannerism
 - Palladio
- o The 1500's
 - France
 - England
 - Spain
 - Low Countries and Germany
- o Baroque
 - Italian >
 - French >
 - German >
 - Spanish >
- o England > Colonial expansion in the Americas, Africa and Asia
 - 1600's >
 - 1700's >
- o Neo-Classicism >
 - France >
 - Germany >
- o Neo-Classicism and Romanticism
- o Revivalism, Gothic and Otherwise
- o Arts and Crafts Ideas in Britain and the United States

placed with the Learning Resources Center of the University Library after every lecture, for study and review by students. The trays remain at the Learning Resources Center until the appropriate examination times.

VIII Methods of Evaluating Objectives

Grades are determined by a midtown and a final examination. The midtown examination covers the material of the first half of the quarter; the final examination covers only the second half of the quarter.

Each test consists of three general essay questions and an identification of architectural monuments. Every test is graded by the instructors. Student assistants tally grades and enter them on roll sheets.

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement:

In a memo dated January 8, 1987, Malcolm Wilson, Interim Vice President for Academic Affairs, requested the Academic Senate's advice on the definition of "Close Relative" for University Interest Admits. This memo was forwarded to the Personnel Policies Committee for comment and any action deemed appropriate. The Personnel Policies Committee has reviewed the situation and submits the following resolution.

AS-____-87/____

**RESOLUTION ON
DEFINITION OF "CLOSE RELATIVE"**

- WHEREAS, There has been a practice to provide admission to "close relatives" of employees of Cal Poly; and
- WHEREAS, Such policy represents a benefit to the employee; and
- WHEREAS, There is a need for a definition of "close relative" to be applied in the implementation of the campus admissions policy which grants automatic admission to CSU qualified "close relatives" of employees; and
- WHEREAS, A policy setting forth such a definition does not exist in the Campus Administration Manual (CAM); therefore, be it
- RESOLVED: That the following be added as CAM 601.8:
- Admission shall be granted to the spouse, children, brother, sister, parent, grandchildren, grandparent, niece, or nephew of any employee or emeriti of Cal Poly or any of its official auxiliary organizations, when said admittee meets the CSU admission requirements.

**Proposed By:
Personnel Policies Committee
On September 30, 1987**

AMENDED RESOLUTION

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

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Proposed By:
Personnel Policies Committee
On September 30, 1987